



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

**School Name:** Henry M. Flagler Elementary School

**Loc. #:** 1881

I, Mrs. Zulema C. Lamazares [Principal's Name], do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the Parent and Family Engagement Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited. This plan has been jointly developed and agreed upon by stakeholders (i.e., staff, families, community members, etc.) in compliance with Title I Federal funding regulations. The school will adhere to the plan of action for parent and family engagement activities throughout the academic year and will ensure its transparency of efforts by providing communication to parents and families in multiple languages, flexible meeting times, needs-based workshops, and accommodations to parents and families with special needs. Additionally, the school will disseminate this document in multiple languages and make it accessible by making it available on our school's website. The school will also ensure that its PFEP is aligned to the School Improvement Plan (SIP) for the current school year.

**PARENT AND FAMILY ENGAGEMENT PLAN ASSURANCES**

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the School-level PFEP and the joint development of the schoolwide program plan under Section 1116(c)(3);
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family with an individualized student report about the performance of their child on the State assessments [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112 (e)(1)(A)].

Zulema C. Lamazares  
**Signature of Principal or Designee**

11/16/17

**Date Signed**





## MIAMI-DADE COUNTY PUBLIC SCHOOLS 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

### MISSION STATEMENT

#### Parent and Family Engagement Mission Statement

To enhance parent and family engagement, access, and advocacy in order to build parents' and families' capacity for stronger parent, family, school and community engagement, in support of measurable improvement in student achievement.

Describe how the School-level PFEP is a shared responsibility and how parents/families will assist in providing high quality instruction for all learners.

Focus Area	Evidence	Date
The School-level PFEP is a shared responsibility.	<input checked="" type="checkbox"/> The PFEP is jointly developed with, agreed upon with and distributed to all parents	Sept. 28, 2017
	<input checked="" type="checkbox"/> Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	Oct. 26, 2017
	<input type="checkbox"/> Other (explain)	
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	Sept. 27, 2017
	<input checked="" type="checkbox"/> Monitoring attendance	Ongoing
	<input checked="" type="checkbox"/> Monitoring homework completion	Ongoing
	<input checked="" type="checkbox"/> Participation in decisions relating to the child's education	Ongoing
	<input type="checkbox"/> Other (explain)	

### INVOLVEMENT OF PARENTS

Describe how the school will involve parents and families in an organized, and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how funds for Title I will be used [ESEA Section 1116].

Focus Area	Evidence	Date
Parents and families' involvement in the planning, reviewing, and improvement of Title I programs.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	Sept. 27, 2017
	<input type="checkbox"/> Other (explain below)	
Parents and families' involvement in the decision-making process of how funds for Title I will be used.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	Sept. 27, 2017
	<input checked="" type="checkbox"/> EESAC meetings	Ongoing
	<input type="checkbox"/> Other (explain)	

### COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe how the school site will coordinate and integrate parent and family engagement programs and activities. Describe how these activities will teach parents how to help their child(ren) at home [ESEA Section 1116].

Focus Area	Date	Explanation of how these activities help their child(ren) at home.
<input type="checkbox"/> Head Start		Voluntary Prekindergarten or VPK gives children a jump start by preparing them for school and enhancing their pre-reading, pre-math, language and social skills.
<input type="checkbox"/> HIPPPY		
<input checked="" type="checkbox"/> VPK	Daily	Title III funds will be used to assist and evaluate English-language learners (ELL) in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ELL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
<input checked="" type="checkbox"/> Title III	Daily	
<input type="checkbox"/> Project Upstart		
<input type="checkbox"/> Migrant		
<input type="checkbox"/> Alternative Outreach		
<input type="checkbox"/> Other:		





## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

#### TITLE I ANNUAL PARENT MEETING

Describe the specific steps the school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I Program. Include a description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance). Describe how the school will communicate topics such as school performance data, school choice, and the rights of parents at the annual meeting. Describe how the school site will document that the communication has been provided to stakeholders.

Activity/Tasks	Description	Evidence of Effectiveness
Advertise (Before)	<input checked="" type="checkbox"/> Connect-Ed message(s) <input type="checkbox"/> Apps <input checked="" type="checkbox"/> Flyers sent via backpack <input checked="" type="checkbox"/> Master Calendar <input type="checkbox"/> Website <input checked="" type="checkbox"/> School marquee <input checked="" type="checkbox"/> School calendar/Newsletter <input type="checkbox"/> Other:	Number of parents who attended the Title I Annual Meeting as evidenced by the sign-in sheet(s):  <div style="border: 1px solid black; padding: 5px; display: inline-block;">279</div>
Delivery (During)	<input checked="" type="checkbox"/> Title I PowerPoint (Program Overview, Budget Allocation, Curriculum) <input checked="" type="checkbox"/> Consultation & Complaints <input checked="" type="checkbox"/> PFEP, School-Parent Compact, & Parent Rights	Agendas, handouts, sign-in sheets, PowerPoint and implementation of knowledge gained
Documentation (During)	<input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Agenda(s) <input checked="" type="checkbox"/> Sign-in sheets <input checked="" type="checkbox"/> Parent Surveys <input checked="" type="checkbox"/> Images, photos of meeting	Agendas, handouts, sign-in sheets, PowerPoint, pictures parent input, DAC/PAC Representative Form (FM-6996) and implementation of knowledge gained
Follow-Up (After)	<input checked="" type="checkbox"/> Compilation of survey results <input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> PFEP <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Monthly Report – Title I Annual Parent Meeting Attendance	Implementation of the survey results, review meeting minutes, creation of the PFEP, DAC/PAC Representative Form (FM-6996), and the Monthly Report - Title I Annual Parent Meeting Attendance (2nd Cup of Coffee).

#### FLEXIBLE PARENT MEETINGS

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. Describe how the school will provide, with Title I funds, webinars, teleconferences, video conferences, or home visits, as such services relate to parent and family engagement [ESEA Section 1116].

Activity/Tasks	Person(s) Responsible	Meeting Time(s)	Description
<input checked="" type="checkbox"/> Morning Meetings (8:00 a.m. – 12:00 p.m.) <input type="checkbox"/> Afternoon Meetings (12:00 p.m. – 3:00 p.m.) <input type="checkbox"/> Evening Meetings (4:00 p.m. – 6:00 p.m.)	Ja'Shon E. Fayson, AP Jannet Sanchez, Counselor Leidyneith Jimenez de la Tor, CIS	8:30 am - 10:30 am	The Second Cup of Coffee is designed to provide educational excellence for our students by informing parents about the importance of their roles, uniting families and schools, and giving parents a fuller sense of their rights, responsibilities, and the educational opportunities available.
<input checked="" type="checkbox"/> Home Visits	Leidyneith Jimenez de la Tor, CIS	When Needed	The school will provide home visits to its families to ensure that the student has all necessary resources for the student's academic success.
<input type="checkbox"/> Webinar			
<input type="checkbox"/> Teleconference			
<input type="checkbox"/> Video Conference			
<input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop	Ja'Shon E. Fayson, AP Jannet Sanchez, Counselor	8:30 am - 10:30 am	To provide parents information, resources and the ability to collaborate with the school.
<b>Services:</b> <input type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> Other			





## MIAMI-DADE COUNTY PUBLIC SCHOOLS 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

### BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement. Include a description of how the school implements activities that build relationships with the community in order to improve student achievement and what materials and trainings will be provided to assist parents/families to work with their child(ren). Provide details on how the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity/Tasks	Person(s) Responsible	Resources/Materials Provided	Description of Implementation
<input checked="" type="checkbox"/> The Parent Academy	Jannet Sanchez, Counselor	Ongoing	To provide parents information, resources and the ability to collaborate with the school.
<input checked="" type="checkbox"/> Agency Referrals	Jannet Sanchez, Counselor	Ongoing	Community stakeholders that are available to provide services that will assist the families and student achievement.
<input checked="" type="checkbox"/> Community Partnership/Activities	Jannet Sanchez, Counselor Leidyne Jimenez de la Tor, CIS	Ongoing	Community stakeholders that are available to provide services that will assist the families and student achievement.
<input checked="" type="checkbox"/> District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings	Dr. Corintha Johnson, EESAC Chairperson Zulema Lamazares, Principal	Ongoing	The Educational Excellence School Advisory Council (EESAC) function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.
<input checked="" type="checkbox"/> Parent & Family Engagement Workshops	Jannet Sanchez, Counselor Leidyne Jimenez de la Tor, CIS	Ongoing	To provide parents information, resources and the ability to collaborate with the school.
<input checked="" type="checkbox"/> Parent & Family Engagement Survey	Jannet Sanchez, Counselor Leidyne Jimenez de la Tor, CIS	Ongoing	Provide survey to parents on the needs assessment of their child and listen to their opinion on how the school can meet their needs.
<input type="checkbox"/> Other:			

### STAFF DEVELOPMENT

Describe the professional development activities that the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families that includes:

- How to value and utilize the contributions of parents/families;
- How to reach out to, communicate with, and work with parents/families as equal partners; and
- How to implement and coordinate parent/family programs and build upon bonds between parents/families and the school.

Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input type="checkbox"/> Online PD: Building Relationships with Parents		Valuing and utilizing parent contributions		Master Plan Points
<input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops	Marilyn Fernandez, Curriculum Coach	Enhancing capacity to work with parents and families	Ongoing	Master Plan Points
<input checked="" type="checkbox"/> CIS/CLS Orientation Meeting	Miami-Dade County Public Schools	Implementing/Coordinating parent/family programs	Ongoing	Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
<input checked="" type="checkbox"/> CIS/CLS Training Sessions	Miami-Dade County Public Schools	Implementing/Coordinating parent/family programs	Ongoing	Agendas, handouts, PowerPoint and implementation of knowledge gained.
<input type="checkbox"/> How to Engage Hard to Reach Parents		Communicating with parents as equal partners		PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input checked="" type="checkbox"/> Professional Learning Community/ School-based Project	Ja'Shon E. Faison, AP Jannet Sanchez Counselor	Implementing/Coordinating parent/family programs	Ongoing	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input type="checkbox"/> Other:				





# **MIAMI-DADE COUNTY PUBLIC SCHOOLS** **2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

## **OTHER ACTIVITIES**

Describe other activities, such as the parent resource center, that the school will conduct in order to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116].

Content and Type of Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area <input checked="" type="checkbox"/> The Parent Academy <input type="checkbox"/> DAC/PAC Meetings <input checked="" type="checkbox"/> ESSAC Meetings <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Community-based Partnerships <input type="checkbox"/> Other: <input type="text"/>	Zulema Lamazares, Principal Ja'Shon E. Fayson, AP Jannet Sanchez, Counselor Dr. Corinthia Johnson, EESAC Chairperson Leidyneth Jimenez de la Tor, CIS	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Social Media <input checked="" type="checkbox"/> Parenting <input checked="" type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal	Ongoing	Sign-in sheets, PowerPoint, agenda, photos, handouts, minutes, photos and social media

## **ACCESSIBILITY**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families understand.

Accessibility Focus Areas	Accommodations	Person(s) Responsible	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other: <input type="text"/>	Ja'Shon E. Fayson, AP Karina Granado, ESOL Chairperson	Ongoing	Bilingual material is evident in all educational resources and all materials that are sent home to the parents.
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other: <input type="text"/>	Zulema Lamazares, Principal Ja'Shon E. Fayson, AP	As needed	By following the Americans with Disabilities Act (ADA) we ensure accessibility to all areas of the building for people with disabilities. The ADA Standards establish design requirements for the construction and alteration of facilities subject to the law.

## **COMMUNICATION**

Describe how the school will provide timely information about the Title I programs. Describe and explain the curriculum at the school, and the forms of assessment used to measure student progress; the achievement levels students are expected to obtain; and identify students who are at risk of not meeting state standards on performance standards assessments. Describe how the school, if requested by parents, will provide opportunities for regular meetings in order to formulate suggestions and to participate, as appropriate, in decision-making related to the education of their child(ren). Provide a description of how the school will submit parents/family's comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116].

Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	Sept. 27, 2017	<b>Sign-in sheets</b>	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	Monthly	<b>Sign-in sheets</b>	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	Monthly	<b>Sign-in sheets</b>	
	<input type="checkbox"/> Mailout to Parents			
	<input checked="" type="checkbox"/> Title I Parent Newsletter	Monthly	<b>Sign-in sheets</b>	
	<input type="checkbox"/> Other: <input type="text"/>			
Curriculum	<input checked="" type="checkbox"/> FSA Night	Dec. 6, 2017	<b>Sign-in sheets</b>	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	Sept. 27, 2017	<b>Sign-in sheets</b>	
	<input checked="" type="checkbox"/> Science Fair/Night	Feb. 7, 2018	<b>Sign-in sheets</b>	



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Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Curriculum (Continued)	<input type="checkbox"/> Reading Under the Stars			Number of parents who attended the meetings / activities as evidenced through the sign-in sheet(s)
	<input checked="" type="checkbox"/> Open House	Sept. 27, 2017	Sign-in sheets	
	<input checked="" type="checkbox"/> EESAC	Ongoing	Sign-in sheets	
	<input checked="" type="checkbox"/> Student Backpack	Aug. 25, 2017	Sign-in sheets	
	<input checked="" type="checkbox"/> Website	Ongoing	Site's Counter	
	<input type="checkbox"/> Other: <input type="text"/>			
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	Sept. 27, 2017	Sign-in sheets	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House Night	Sept. 27, 2017	Sign-in sheets	
	<input checked="" type="checkbox"/> EESAC	Monthly	Sign-in sheets	
	<input checked="" type="checkbox"/> Response to Intervention (RtI)			
	<input type="checkbox"/> Links to websites Containing Assessment/Data Information			
	<input type="checkbox"/> Other: <input type="text"/>			
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	Monthly	Sign-in sheets	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).  Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	Monthly	Sign-in sheets	
	<input checked="" type="checkbox"/> Parent Survey			
	<input type="checkbox"/> Other: <input type="text"/>			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	Weekly	Notes	Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Truancy Child Study Team	Monthly	Notes	
	<input checked="" type="checkbox"/> Meetings with School Social Worker	Weekly	Notes	
	<input type="checkbox"/> Other: <input type="text"/>			

**DISCRETIONARY ACTIVITIES (OPTIONAL)**

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Discretionary Activities Focus Areas	Content and Type of Activity	Person(s) Responsible	Timeline	Evidence of Effectiveness
Transportation				
Home Visits				
Literacy Training				
Community/Faith-based Organization Collaboration				
Other				





## MIAMI-DADE COUNTY PUBLIC SCHOOLS 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

### BARRIERS

Provide a description of the barriers that hindered participation by parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome the barriers (with attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier(s): <i>check all that apply</i> (Including the Specific Subgroup)	Plan of Action (Steps)
<input checked="" type="checkbox"/> Language	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Language</b></p> <p>Teachers help students by using ESOL techniques such as highlighting and discussing academic vocabulary before introducing the lesson, providing the same material at differentiated reading levels, and by using clear, simple language when describing new concepts. One of the most important things a teacher can do to help language-minority students is to build relationships with her students and their families. This builds trust and respect, which is a necessary foundation for learning.</p> </div>
<input type="checkbox"/> Disabilities	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Disabilities</b></p> </div>
<input type="checkbox"/> Transportation	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Transportation</b></p> </div>
<input type="checkbox"/> Child Care	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Child Care</b></p> </div>
<input type="checkbox"/> Unfamiliar with School System	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Unfamiliar with School System</b></p> </div>
<input checked="" type="checkbox"/> Cultural Differences	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Cultural Differences</b></p> <p>The school's staff will make the effort to get to know it's community through interactions with the families and the staff. This is done through the parent resource center, conferences, showcases... and workshops. We constantly make great efforts to improve our connections with all stakeholders. We embrace the diversity of all and understand the importance of the school's role in educating the population.</p> </div>
<input checked="" type="checkbox"/> Economic Disadvantages	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Economic Disadvantages</b></p> <p>The school provides free breakfast to all students and Free / Reduced Lunches to students that economically qualify. The school uses EESAC, Title I and Title III funds to provide educational support through the purchasing of resources / personnel that will enhance the student's educational experience.</p> </div>
<input type="checkbox"/> Homelessness	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Homelessness</b></p> </div>

**Deadline to submit the School-level Parental & Family Engagement Plan (PFEP) is Friday, November 17, 2017.**